
Emergency Medical Services - AS

Enhanced Comprehensive Academic Program Review 2017-18

*Associate in Science Degree:
Emergency Medical Services*

*Certificate:
Paramedic*

*Applied Technology Diploma:
Emergency Medical Technology*



Academic Effectiveness and Assessment
St. Petersburg College

February 2018



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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Lives depend on the quick thinking and fast responses of first responders in medical emergencies. Our EMS Associate in Science degree gives students a general education and strong scientific background for their career. If a student is an EMT and paramedic, this degree provides the perfect way to earn promotions in his/her career. Other program features include completion of the program in two years, and an option of transfers to two of SPC's bachelor's degrees: Public Safety Administration or Health Services Administration.

Degrees Offered

An Associate in Science Degree in Emergency Medical Services is offered at SPC. A Certificate in Paramedics, along with an Applied Technology Diploma in Emergency Medical Technology are also offered at SPC.

Program Performance

- *Actual Course Enrollment* decreased in 2016 (705) from the previous year (915).
- *Unduplicated Headcount* decreased in 2016 (212) from the previous year (248).
- *SSH Enrollment* decreased in 2016 (2,349) from the previous year (3,087).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2017 (75.6%) from Fall 2016 (65.3%).
- The *course success rate* increased in 2016 (90.0%) from the previous year (85.2%).
- *Grade Distribution* indicated that over four-fifths of the students (84.8%) received an 'A', 'B' or 'C' during 2016.
- An *Industry Certification Attainment* for the Emergency Medical Services - AS program revealed that the majority of students passed the National Exam for Emergency Medical Technicians between 2012-13 and 2015-16 (86.0%, 81.0%, 68.0%, and 96.3%, respectively), the National Exam for Paramedics in 2015-16 (82.0%) and the State Exam for Paramedics between 2012-13 and 2015-16 (100.0%, 100.0%, 89.0%, and 100.0%, respectively).
- *Internship Enrollment* decreased in Fall 2017 for EMS 2664 (8) from the previous Fall (22). *Internship Enrollment* increased in Fall 2017 for EMS 1411 (45) and EMS 1421 (61) from the previous Fall (42 and 45, respectively). There were no comparison data for EMS 2659 or EMS 2665.
- *Program Plans Taken by Plan* revealed that less than half (14) of the students who were enrolled in the program during fall 2015, and had not graduated, remained in the program by fall 2016, and four (4) remained in Fall 2017. This measure does not display the number of students who graduated during any given term.

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- The number of *program graduates* in the EMS - AS program decreased in 2016 (4) from the previous year (11). The number of *program graduates* in the EMT - ATD program decreased in 2016 (103) from the previous year (115). The number of *program graduates* in the PMED - CT program decreased in 2016 (14) from the previous year (19).
- *Fulltime Faculty* taught 88.7% of the ECHs in 2016-17 as compared to 88.2% in 2015-16. Adjunct Faculty taught 6.2% of the ECHs in 2016-17 as compared to 4.2% of the ECHs in 2015-16.
- The highest semester for Adjunct ECHs was Summer 2016-17 in which adjunct faculty taught 16.0% of the program's course load. The three-semester average for adjuncts (6.2%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description*, Emergency medical technicians and paramedics, was located in the Florida Department of Economic Opportunity (DEO) website for the Emergency Medical Services - AS program.
- The *2016 median hourly earnings* for Emergency medical technicians and paramedics was \$14.45 in Florida and \$13.84 in Pinellas County.
- *Employment trend information* for Emergency medical technicians and paramedics showed an average annual increase (16.4% - 23.2%) for the period between 2016 and 2024 across the state.
- The *major employers* of the Emergency Medical Services - AS graduates are Sunstar/Paramedics Plus, St. Petersburg Fire Rescue, Clearwater Fire Rescue, Largo Fire Rescue, and Pinellas Park Fire Rescue.
- *Total Placement* in the Emergency Medical Services - AS program increased in 2014-15 (100%) from the previous year (82%).
- *State Graduates data* indicated that three-hundred and eighty-two students completed one of the twenty-six Emergency Medical Services - AS programs in 2015-16, of those 360 graduates had some matching data and were employed. Eighty-eight percent (88%) of those state graduates were employed at least a full quarter.

Academics

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all six Program Learning Outcomes (PLOs) assessed in the Emergency Medical Services - AS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in July 2017. The single action item was not completed due to funding, and the results were published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results





suggest general overall satisfaction with the courses within the Emergency Medical Services- AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.

- One-hundred and six *Recent Alumni surveys* were provided to the 2014-15 graduates of the Emergency Medical Services - AS program. Nine percent of the graduates responded to the survey (10 of the 106). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 40.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Obtain employment”; 30.0% selected “Continue my education”; 20.0% selected “Change career fields”; while the remaining 10.0% selected “Earn more money”.
- 30.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; 60.0% said “Very well”; while the remaining 10.0% said “Poorly”.
- 90.0% of recent graduate survey respondents would recommend SPC’s Emergency Medical Services program to another.
- Three *employer surveys* were sent based on permissions provided by recent graduates in the 2014-15 recent alumni survey. One-hundred percent of the employers surveyed responded to the survey.

Notable results include:

- 100% of employers responding to the survey indicated they would hire another graduate from SPC.
- 100% of employers responding to the survey had graduate employees who earned between \$20.00 and \$24.99 per hour (\$42,000 and \$51,999 annually).

Dean’s Perspective: Issues, Trends, and Recent Successes

In the past 18 months we have increased our number of adjunct instructors from four to nearly two dozen with five additional applicants to schedule for interviews in the coming weeks. We have increased the number of PSAV FF/EMT combined cohorts from one to two annually (24 students/cohort or more). Last year we graduated 16 Paramedic students, this year we have 34 (PSAV/Credit) students set to graduate this Summer. We are on track to launch our first EMT cohort this Summer at the Tarpon Springs Campus (12 students) albeit as we effort on all fronts to ensure all logistics and state inspections are successfully completed on time. Our Day and Evening EMT Cohorts (Spring, Summer, Fall) continue to operate at or over our maximum class size. Our American Heart CPR classes - once routinely cancelled due to lack of enrollment - are now rarely cancelled. We have partnered and support the SPC Medical Assisting and Phlebotomy Programs for BLS/CPR and Respiratory Therapy for Advanced Cardiac Life Support (ACLS). We also now have field clinical contracts with all private ambulance providers (Transcare, Americare, AMR) based in Hillsborough County to afford our increased in EMT students sufficient opportunities to complete course requirements.

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We have re-established our collaborative partnership with Bayfront Health and our paramedic students completed clinicals in the Level II Trauma Center, Labor and Delivery (Baby Place) and have returned to the OR for live patient intubations after several years absence. Nationwide it has become increasingly difficult for many paramedic students to have intubation experience in the OR and often graduate having only practiced on high fidelity simulators. Additionally, we have recently begun talks with Dr. Arnold and are working toward having our paramedic students complete pediatric scenarios in the new Johns Hopkins/All Children's' Hospital Simulation Center. Moreover, our most recent meeting that we were invited to attend with the Pinellas County Fire Chief's Association was well received. Many are pleased with our improvements thus far.

Our current and continued projected growth as the local demand for both EMTs and Paramedics will not cease or decrease for the next several years according to direct conversations I have had with area employers.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://web.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

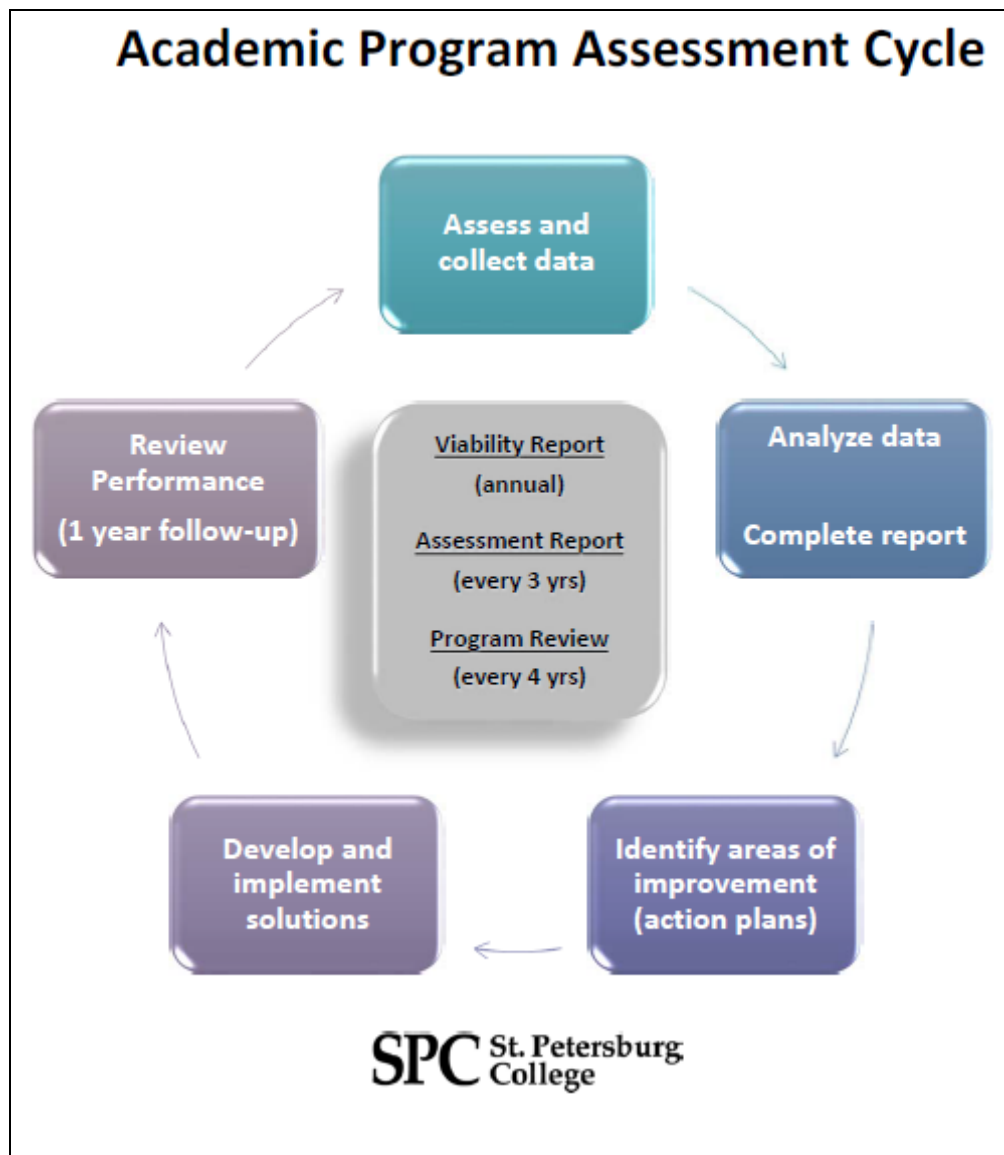


Figure 1: Academic Program Assessment Cycle



Program Description

Lives depend on the quick thinking and fast responses of first responders in medical emergencies. Our EMS Associate in Science degree gives students a general education and strong scientific background for their career. If a student is an EMT and paramedic, this degree provides the perfect way to earn promotions in his/her career. Other program features include completion of the program in two years, and an option of transfers to two of SPC's bachelor's degrees: Public Safety Administration or Health Sciences Administration.

Degrees Offered

An Associate in Science Degree in Emergency Medical Services is offered at SPC. A Certificate in Paramedics, along with an Applied Technology Diploma in Emergency Medical Technology are also offered at SPC.

For a complete listing of all courses within the Emergency Medical Services Program, please see Appendix A.

Accreditation

The Emergency Medical Services - AS Program at St. Petersburg College is accredited by the Florida Department of Health - Bureau of Emergency Medical Services. The program was last accredited in 2015, and the next accreditation is scheduled for 2020. The Paramedic - CT Program at St. Petersburg College is accredited by the Committee on Accreditation of Educational programs for the Emergency Medical Services Professions (CAAHEP) and the Florida Department of Health - Bureau of Emergency Medical Services. The program was last accredited by CAAHEP and the Florida Department of Health in 2015, and the next accreditation is scheduled for 2020.

Program Learning Outcomes

1. The EMS student will understand his/her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers, and understand the importance of personal ethics and legal responsibilities.
2. The EMS student will establish and/or maintain a patent airway, oxygenate, and ventilate a patient.

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3. The EMS student will use the appropriate techniques to obtain a medical history from a patient, explain the significance of physical exam findings, integrate the principles of history taking and techniques of physical exam to perform a patient assessment, apply the process of clinical decision making to use the assessment findings to help form a field impression, and follow an accepted format for dissemination of information in verbal form, either in person or over the radio.
4. The EMS student will understand standards and guidelines that help ensure safe and effective ground and air medical transport, integrate the principles of general incident management and multiple casualty incident (MCI) management techniques to function effectively at major incidents, integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain, evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone, have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies.
5. The EMS student will evaluate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury, pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock and/or trauma.
6. The EMS student will evaluate pathophysiologic principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with the respiratory problems, cardiovascular disease, neurological problems, endocrine problems, allergic and anaphylactic reactions, gastroenterological problems, renal/urological problems, toxic exposures, problems involving the hematopoietic system, problems involving environmentally induced or exacerbated medical or trauma condition, infectious or communicable diseases, behavioral or psychiatric disorders, gynecological disorders, and normal or abnormal labors.



Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2016. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2015-16 Fall
- Enroll History Acad Term Desc (must be same as above): 2015-16 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall, Spring, Summer; 2017-18 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All



Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: Revenue and Expenses (will be available by December 2019)

Measure #13: Capital Expenditures (will be available by December 2019)

Measure #14: State and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2019)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.





Program Performance



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SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



SPC-Business Intelligence

Financial Information

Recruitment and Admissions - Details

Student Information

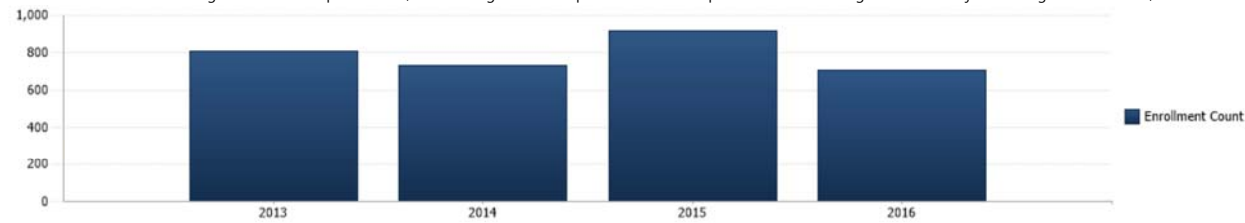
Student Information - Detail

Search this site

CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EMS - LD**, Class Academic

Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **EMS - LD**, Class Academic

Term Academic Year - Term Desc	Enrollment Count
2013	811
2014	731
2015	915
2016	705

Student System Cube Refresh

Last Refresh: 4/16/2018 7:04:55 AM

CAPR Process Document

[CAPR Process Document](#)Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

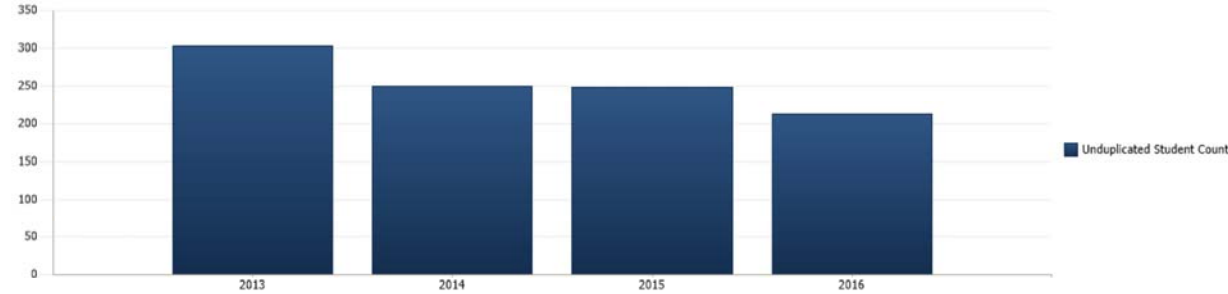


Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization...



Unduplicated Student Count

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization...

Term Academic Year - Term Desc	Unduplicated Student Count
2013	302
2014	249
2015	248
2016	212

Student System Cube Refresh

Last Refresh: 9/29/2017 6:54:33 AM

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject EMS - LD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

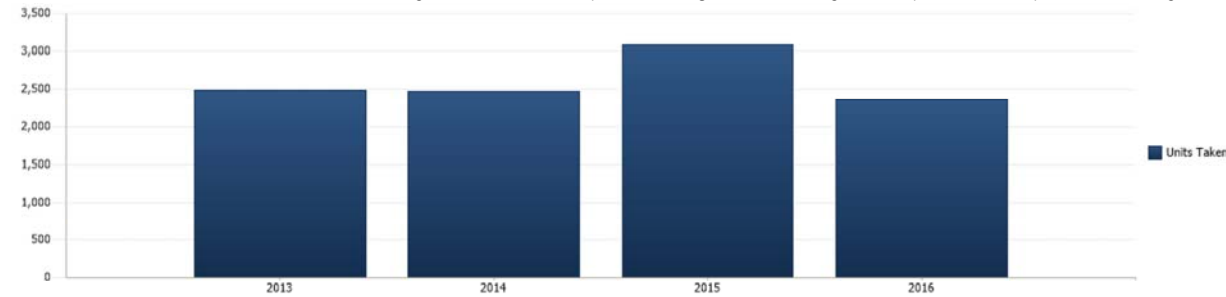


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization...



SSH Enrollment

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization...

Term Academic Year - Term Desc	Units Taken
2013	2,476
2014	2,471
2015	3,087
2016	2,349

Student System Cube Refresh

Last Refresh: 9/29/2017 6:54:33 AM

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

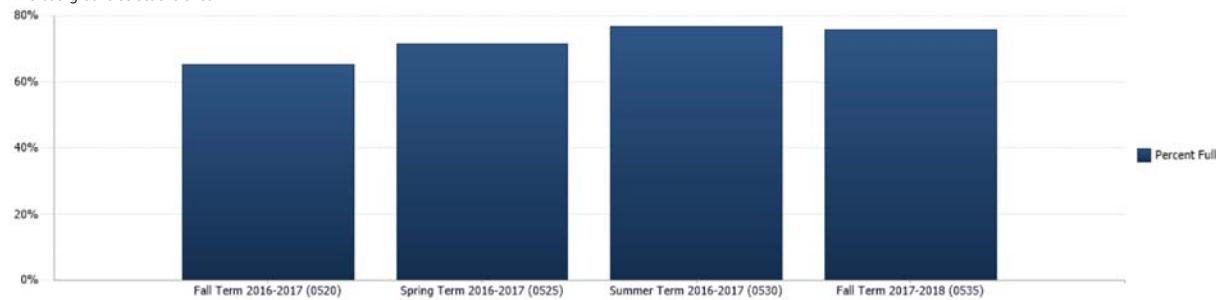
Course Group

Academic Program Viability Report > Percent Full

Enrollment | Performance | **Percent Full** | Graduates | Course Groups

Percent Full Metric Graph

No background selections exist



Percent Full Metric by Instructional Method

No background selections exist

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Online
Fall Term 2016-2017 (0520)	Enrollment Count	324	54	270	
Fall Term 2016-2017 (0520)	Standard Course Load	496	120	376	
Fall Term 2016-2017 (0520)	Percent Full	65.3%	45.0%	71.8%	
Spring Term 2016-2017 (0525)	Enrollment Count	240	9	231	
Spring Term 2016-2017 (0525)	Standard Course Load	336	24	312	
Spring Term 2016-2017 (0525)	Percent Full	71.4%	37.5%	74.0%	
Summer Term 2016-2017 (0530)	Enrollment Count	141		141	
Summer Term 2016-2017 (0530)	Standard Course Load	184		184	
Summer Term 2016-2017 (0530)	Percent Full	76.6%		76.6%	
Fall Term 2017-2018 (0535)	Enrollment Count	236	8	216	12
Fall Term 2017-2018 (0535)	Standard Course Load	312	24	240	48
Fall Term 2017-2018 (0535)	Percent Full	75.6%	33.3%	90.0%	25.0%

Student System Cube Refresh

Last Refresh: 9/29/2017 6:54:33 AM

Academic Year - Term Desc - Multi **Fall Term 2016-2017 (0520), Spring Term 2...**

Campus Description **All**

College - Group - Acad Org - Subject **EMS - LD**

Course Instructional Method **All**

Class Status **Active, Full, Stop Further Enrollment**

Student Group **All**

Course Group **All**

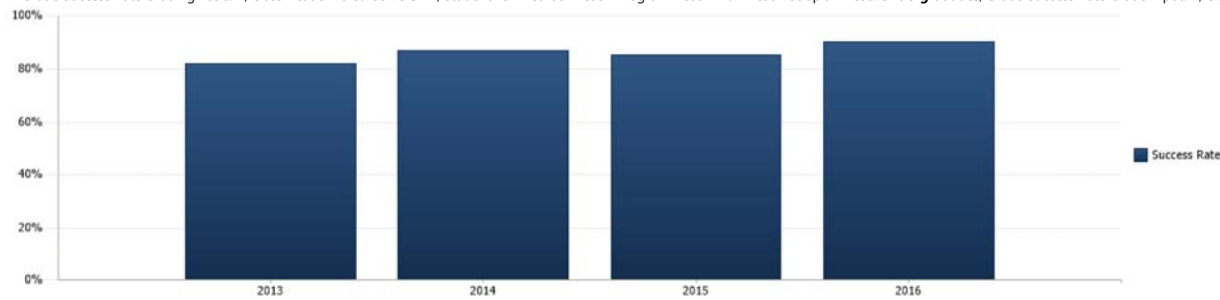


Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

Success Rate Graph

Grade Success Rate Grading Basis: Y, Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grade Input: Y, Cla...



Performance

Grade Success Rate Grading Basis: Y, Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grade Input: Y, Cla...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2013	804	82.0%	4.1%	3.7%	1.9%
2014	726	86.8%	3.0%	2.1%	1.9%
2015	912	85.2%	4.9%	1.2%	2.0%
2016	697	90.0%	2.6%	1.7%	1.9%

Student System Cube Refresh

Last Refresh: 9/29/2017 6:54:33 AM

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Student Group

Course Group

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?



One College Support

Academic Departments

College Administration

Committees & Groups

Executive Leadership

SPC Locations

SPC-Business Intelligence

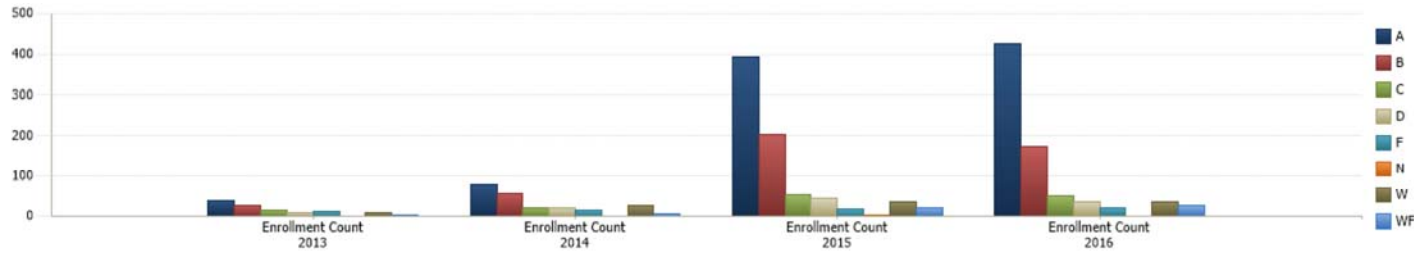
Strategic Initiatives

Student Service

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **EMS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filter empty series...

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **EMS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filter empty rows...

	Enrollment Count								
	All								
Term Academic Year - Term Desc		A	B	C	D	F	N	W	WF
▶ 2013	103	37	26	13	7	10		7	3
▶ 2014	222	80	56	21	20	14		26	5
▶ 2015	762	393	202	53	43	17	1	33	20
▶ 2016	765	426	173	50	34	21		35	26

Student System Cube Refresh

Last Refresh: 1/17/2018 5:22:12 AM

CAPR Process Document

[CAPR Process Document](#)Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Student Group Course Group



Industry Certification Attainment

In the Emergency Medical Services program the National Registry of Emergency Medical Technicians (NREMT) Examination and the Florida Paramedic Examination are used to evaluate the students. The NREMT exam is required for licensure throughout the United States, and the Paramedic exam is required for licensure within the State of Florida.

Emergency Medical Technician and Paramedic National and State Licensure Exam Passing Rates						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
National Exam - Emergency Medical Technician	84.00%	85.00%	86.00%	81.00%	68.00%	96.30%
National Exam - Paramedic	N/A	N/A	N/A	N/A	N/A	82.00%
State Exam - Paramedic	100.00%	100.00%	100.00%	100.00%	89.00%	100.00%

Source: 2016-17 Factbook, Table 9



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View: **Course Groups**

Date: **10/5/2017**

Dashboard: [Course Groups](#)

Parameter: **Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All,Undergraduate,EMS - LD,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2016- 2017 (0520)		Spring Term 2016- 2017 (0525)		Summer Term 2016-2017 (0530)		Fall Term 2017- 2018 (0535)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
EMS1411	42	4	48	4	35	2	45	3
EMS1421	45	2	51	2	19	1	61	2
EMS2659	16	2			13	2		
EMS2664	22	2					8	1
EMS2665			13	2				

View: **Program Plans Taken by Plan**

Date: **1/18/2018**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2015-2016 (0505),Fall Term 2015-2016 (0505),EMS-AS,All,All,All,All,All,All,All,All,All,All,Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All**

Academic Plan	Fall Term 2015-2016 (0505)	Spring Term 2015- 2016 (0510)	Summer Term 2015- 2016 (0515)	Fall Term 2016-2017 (0520)	Spring Term 2016- 2017 (0525)	Summer Term 2016- 2017 (0530)	Fall Term 2017-2018 (0535)
	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	81	49	26	24	18	8	15
GEN-AA		2		3	8	1	4
ENRCH-NO						1	
BIO-TR		1		1	1	1	1
HSA-AS			2	2	1		
EMS-AS	81	38	21	14	5	3	4
HSA-BAS							1
COMPNET-AS							1
EAM-AS		1					1
EMT-ATD		1					
ENG-AS			1	1	1	1	1
FFCO-PSAV		4					
FIRE-AS		1		1			
MEDCD-CT				1	1	1	1
PMED-CT		1	1				
PSA-BAS			1	1	1		1

SharePoint

Newsfeed OneDrive Sites Glenn Davis ?



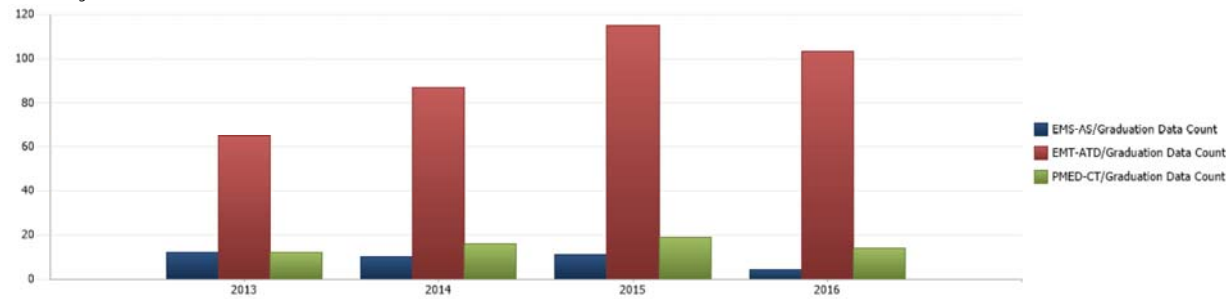
One College Support Academic Departments College Administration Committees & Groups Executive Leadership SPC Locations SPC-Business Intelligence Strategic Initiatives Student Services Training

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend

No background selections exist



Overall Graduates Count

No background selections exist

Graduation Degree - Plan - Sub Plan	Measures	2013	2014	2015	2016
EMS-AS	Graduation Data Count	12	10	11	4
EMT-ATD	Graduation Data Count	65	87	115	103
PMED-CT	Graduation Data Count	12	16	19	14

Student System Cube Refresh

No background selections exist

Last Refresh: 9/29/2017 6:54:33 AM

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Graduation Degree Plan Subplan - Multi EMS-AS, EMT-ATD, EMT-CT, PMED-CT

Age Group All

Gender All

No background selections exist

Ethnic Group All

Custom Cohort All

Student Group All



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

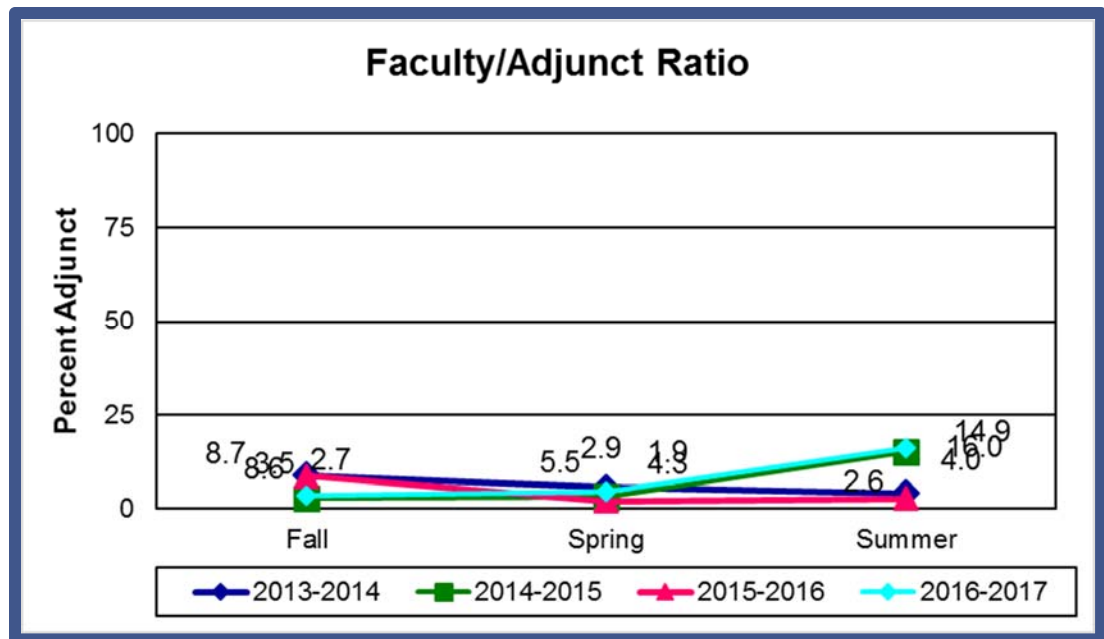
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2013-2014	91.7	79.9%	13.0	11.3%	10.0	8.7%
Spring 2013-2014	76.0	84.0%	9.5	10.5%	5.0	5.5%
Summer 2013-2014	59.4	83.0%	9.3	13.0%	2.9	4.0%
2013-2014 Total	227.1	82.0%	31.8	11.5%	17.9	6.4%
Fall 2014-2015	81.6	82.4%	14.7	14.9%	2.7	2.7%
Spring 2014-2015	83.7	80.3%	17.5	16.8%	3.0	2.9%
Summer 2014-2015	50.5	67.4%	13.2	17.6%	11.2	14.9%
2014-2015 Total	215.7	77.6%	45.4	16.3%	16.9	6.1%
Fall 2015-2016	91.5	80.3%	12.7	11.1%	9.8	8.6%
Spring 2015-2016	140.8	89.3%	14.0	8.8%	3.0	1.9%
Summer 2015-2016	78.5	97.4%	0.0	0.0%	2.1	2.6%
2015-2016 Total	310.8	88.2%	26.7	7.6%	14.9	4.2%
Fall 2016-2017	119.2	87.8%	11.7	8.6%	4.8	3.5%
Spring 2016-2017	102.4	95.7%	0.0	0.0%	4.7	4.3%
Summer 2016-2017	43.6	77.7%	3.5	6.2%	9.0	16.0%
2016-2017 Total	265.1	88.7%	15.2	5.1%	18.5	6.2%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Occupation Profile



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Occupation Description

The occupation description for Emergency medical technicians and paramedics (292041) used by the DEO is shown below:

Assess injuries, administer emergency medical care, and extricate trapped individuals. Transport injured or sick persons to medical facilities.

State and County Trends and Wage Information

The distribution of 2016 wage information for Emergency medical technicians and paramedics is located in the table below. The median hourly earnings for Emergency medical technicians and paramedics was \$14.45 in Florida and \$13.84 in Pinellas County.

Employment trend information for occupations related to Emergency Medical Services are also provided in the tables. An average annual increase in employment for Emergency medical technicians and paramedics (16.4% - 23.2%) is shown for the period between 2016 and 2024, across the state and county.





Employment Data

Growth for Emergency medical technicians and paramedics

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	10,207	16.4%	\$14.45/hr
Pinellas County	902	23.2%	\$13.84/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Emergency Medical Services - AS program are employed in various areas related to their field. The primary local employers of these graduates are Sunstar/Paramedics Plus, St. Petersburg Fire Rescue, Clearwater Fire Rescue, Largo Fire Rescue, and Pinellas Park Fire Rescue as depicted in the table below.

Major Employers

Employers of EMS - AS Graduates
St. Petersburg College
US Military
St. Petersburg Fire Rescue
Clearwater Fire Rescue
Largo Fire Rescue
Pinellas Park Fire Rescue
Safety Harbor Fire Rescue
Tarpon Springs Fire Rescue
Lealman Fire Rescue
Johns Hopkins / All Children's Hospital
Lee County EMS
Sunstar/Paramedics Plus
Dunedin Fire Rescue

Source: Recent Alumni Survey reports and program administrator records

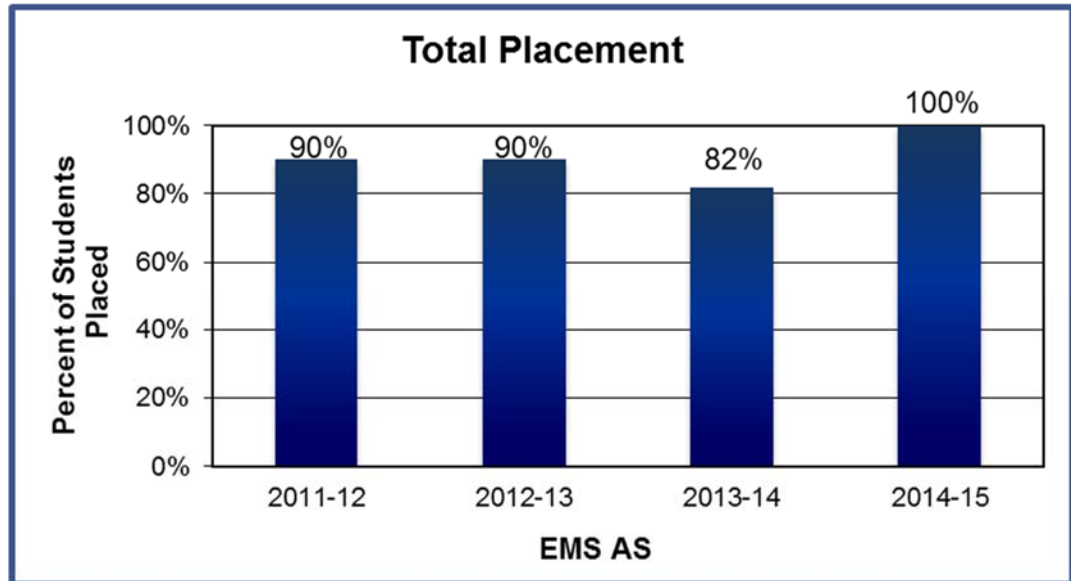


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2016-17 Placement Data



EMS AS		
	Pool Count	Percent Placed
2011-12	10	90%
2012-13	10	90%
2013-14	11	82%
2014-15	10	100%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

Emergency Medical Services Program Graduates 2015-16 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Broward College	85	80	76	89%	80	50	63%
College of Central Florida	23	23	23	100%	23	16	70%
Daytona State College	27	24	23	85%	25	14	56%
Eastern Florida State College	****	****	****	78%	****	****	67%
Florida Gateway College	****	****	****	78%	****	****	88%
Florida Southwestern State College	34	32	30	88%	32	26	81%
Florida State College at Jacksonville	22	19	18	82%	20	14	70%
Gulf Coast State College	****	****	****	50%	****	****	100%
Hillsborough Community College	19	19	17	89%	19	15	79%
Indian River State College	16	16	15	94%	16	11	69%
Lake-Sumter State College	****	****	****	100%	****	****	67%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Miami Dade College	30	28	22	73%	29	17	59%
North Florida Community College	****	-	-	0%	-	-	0%
Northwest Florida State College	****	****	****	100%	****	****	50%
Palm Beach State College	29	29	27	93%	28	16	57%
Pasco-Hernando State College	14	12	11	79%	13	****	***%
Pensacola State College	****	****	****	60%	****	****	67%
Polk State College	****	****	****	88%	****	****	86%
Santa Fe College	****	****	****	100%	****	****	71%
Seminole State College of Florida	48	44	43	90%	44	32	73%
South Florida State College	****	****	****	100%	****	-	0%
St. Johns River State College	****	****	****	88%	****	****	88%
St. Petersburg College	11	11	11	100%	11	****	***%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
State College of Florida, Manatee-Sarasota	****	****	****	75%	****	****	75%
Tallahassee Community College	****	****	****	100%	****	****	100%
Valencia College	24	23	20	83%	23	14	61%
Total	382	360	336	88%	363	225	62%

**** Graduate values less than 10 but greater than 0.

*** Percentage based on numerator less than 10 and denominator 10 or more.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>



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Academics



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Emergency Medical Services - AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the six PLOs is listed below:

1. The EMS student will understand his/her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers, and understand the importance of personal ethics and legal responsibilities.
2. The EMS student will establish and/or maintain a patent airway, oxygenate, and ventilate a patient.
3. The EMS student will use the appropriate techniques to obtain a medical history from a patient, explain the significance of physical exam findings, integrate the principles of history taking and techniques of physical exam to perform a patient assessment, apply the process of clinical decision making to use the assessment findings to help form a field impression, and follow an accepted format for dissemination of information in verbal form, either in person or over the radio.
4. The EMS student will understand standards and guidelines that help ensure safe and effective ground and air medical transport, integrate the principles of general incident management and multiple casualty incident (MCI) management techniques to function effectively at major incidents, integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain, evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone, have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies.
5. The EMS student will evaluate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury,

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pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock and/or trauma.

6. The EMS student will evaluate pathophysiologic principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with the respiratory problems, cardiovascular disease, neurological problems, endocrine problems, allergic and anaphylactic reactions, gastroenterological problems, renal/urological problems, toxic exposures, problems involving the hematopoietic system, problems involving environmentally induced or exacerbated medical or trauma condition, infectious or communicable diseases, behavioral or psychiatric disorders, gynecological disorders, and normal or abnormal labors.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Emergency Medical Services (AS) program used the results of the State of Florida Certification Exam for Paramedics. The criteria for success stated that students should attain a cumulative average score that equals or exceeds the state pass rate.

Data were collected during 2012, 2013, 2014, and 2015. The students whom were assessed achieved a cumulative score that either equaled or exceeded the state pass rate on all six PLOs and met the criteria for success.

The 2015-16 follow-up report was completed in July 2017. The single action item was not completed due to funding, the results were published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Emergency Medical Services Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

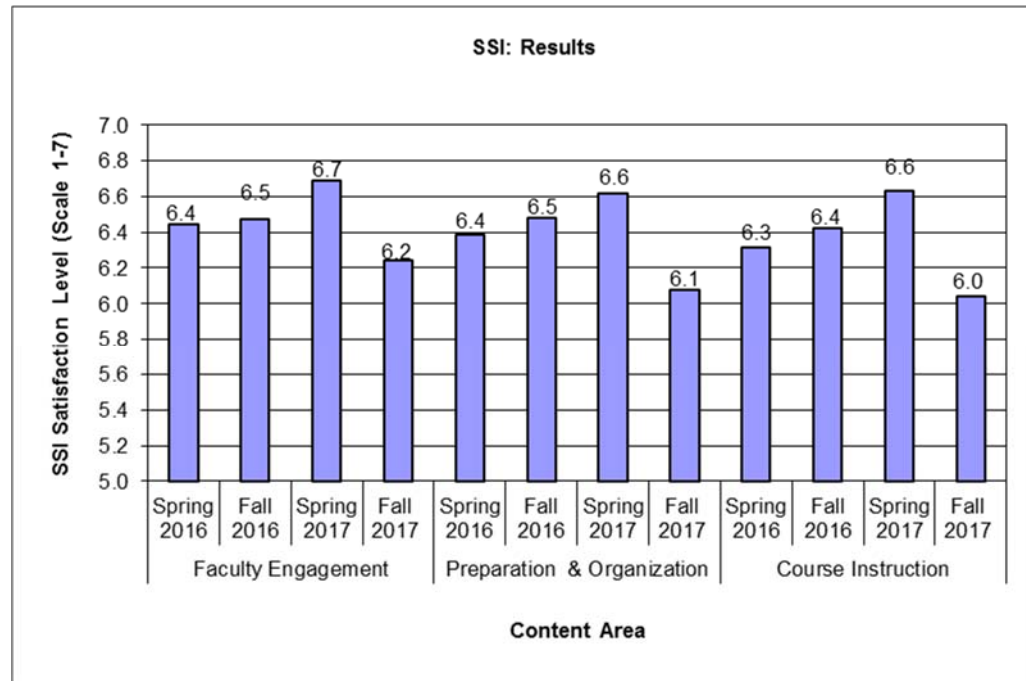


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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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- *A.S. Degree: Emergency Medical Services*
- *Certificate: Paramedic*
- *Applied Technology Diploma: Emergency Medical Technician*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

One Hundred and Six Alumni Surveys were provided to the 2014-15 graduates of the Emergency Medical Services program. Responses were received from 2 A.S. graduates and 8 Certificate completers.

Nine percent (10/106) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, three employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 55.6% (5/9) of recent graduate survey respondents, who were employed, were employed full-time.
- 55.6% (5/9) of recent graduate survey respondents had a current position related to their studies.
- 40.0% (4/10) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Obtain employment"*; 30.0% (3/10) *"Continue my education"*; 20.0% (2/10) *"Change career fields"*; and 10.0% (1/10) *"Earn more money"*.
- 60.0% (6/10) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 50.0% (5/10) *"Meet certification/training needs"*; 50.0% (5/10) *"Obtain employment"*; 50.0% (5/10) *"Continue my education"*; 20.0% (2/10) *"Change career fields"*; and 10.0% (1/10) *"Get a promotion"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 30.0% (3/10) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 60.0% (6/10) *"Very well"*; and 10.0% (1/10) *"Poorly"*.
- 33.3% (3/9) of recent graduate survey respondents indicated that they earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); 22.2% (2/9) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); 22.2% (2/9) earned \$10.00-\$14.99

per hour (\$21,000-\$30,999 annually); 11.1% (1/9) earned \$25.00 or more per hour (\$52,000 or more annually); and 11.1% (1/9) earned less than \$10.00 an hour (less than \$21,000 annually).

- 50.0% (5/10) of recent graduate survey respondents indicated they are continuing their education.
- 90.0% (9/10) of recent graduate survey respondents would recommend SPC's Emergency Medical Services program to another.
- An evaluation of Emergency Medical Services graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Four outcomes received mean scores between 4.5 and 4.6, sixteen received mean scores between 4.0 and 4.4, four received mean scores between 3.7 and 3.9, and one received a mean score of 3.4.

Table 1

College Preparation Ratings for Recent Emergency Medical Services Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	10	4.3	0.7
Listening	10	4.4	0.7
Reading	10	4.1	0.6
Writing	10	4.0	0.5
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	10	3.4	0.7
Using computational skills appropriately	10	3.7	0.8
Accurately interpreting mathematical data	10	3.7	0.8
<i>Using the following forms of technology:</i>			
Email	10	4.6	0.7
Word Processing	10	4.6	0.7
Spreadsheets	10	3.8	0.9
Databases	10	3.9	0.9
Internet Research	10	4.6	0.7
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	10	4.1	0.7
Inquiring about and interpreting information	10	4.2	0.6
Organizing and evaluating information	10	4.4	0.7

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Analyzing and explaining information to others	10	4.2	0.9
Using information to solve problems	10	4.3	0.7
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	10	4.4	0.7
Working well with individuals from diverse backgrounds	10	4.5	0.7
Using ethical courses of action	10	4.3	0.7
Demonstrating leadership skills	10	4.1	0.9
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	10	4.4	0.5
Being open to new ideas and challenges	10	4.1	0.7
Willingness to take on new responsibilities	10	4.1	0.7
Pursuing additional educational opportunities	10	4.2	0.8

St. Petersburg College **Emergency Medical Services**
SPC 2015-16 Employer Survey Report
Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Three employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. One hundred percent of the employers surveyed responded to the survey (3/3). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100% (3/3) of employers responding to the survey indicated they would hire another graduate from SPC.
- 100% (3/3) of employers responding to the survey had graduate employees who earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually).
- An employer evaluation of Emergency Medical Services graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. Seventeen outcomes received a mean score of 5.0, and eight received a mean score between 4.0 and 4.3.

Table 1

Employer Competency Ratings for Recent Emergency Medical Services Graduates

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A *</i>
<i>Communicate clearly and effectively with others through:</i>				
Speaking	3	4.3	0.6	0
Listening	3	5.0	0.0	0
Reading	3	5.0	0.0	0
Writing	3	4.3	0.6	0
<i>Use mathematical and computational skills:</i>				
Comfortable with mathematical calculations	3	5.0	0.0	0
Uses computational skills appropriately	3	5.0	0.0	0
Accurately interprets mathematical data	3	5.0	0.0	0
<i>Use the following forms of technology:</i>				

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A*
E-mail	3	5.0	0.0	0
Word Processing	3	5.0	0.0	0
Spreadsheets	3	4.3	0.6	0
Databases	3	4.3	0.6	0
Internet Research	3	4.0	0.0	0
<i>Think logically and critically to solve problems</i>				
Gathers and assesses relevant information	3	5.0	0.0	0
Inquires and interprets information	3	5.0	0.0	0
Organizes and evaluates information	3	5.0	0.0	0
Analyzes and explains information to others	3	4.3	0.6	0
Uses information to solve problems	3	5.0	0.0	0
<i>Work effectively with others in a variety of settings:</i>				
Participates as team player (e.g., groups projects)	3	4.3	0.6	0
Works well with individuals from diverse backgrounds	3	5.0	0.0	0
Uses ethical courses of action	3	5.0	0.0	0
Demonstrates leadership skills	3	4.3	0.6	0
<i>Appreciate the importance of lifelong learning:</i>				
Shows interest in career development	3	5.0	0.0	0
Open to new ideas and challenges	3	5.0	0.0	0
Willing to take on new responsibilities	3	5.0	0.0	0
Pursues additional educational opportunities	3	5.0	0.0	0

*The survey allowed employers to select N/A if a competency was not applicable for an employee.



Program Action Plan

Program: Emergency Medical Services, AS

Date Completed: April 2018

Prepared By: Glenn Davis

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Successfully launch and graduate first EMT Cohort at Tarpon Springs Campus	SSH Enrollment	December 2018	Glenn Davis
2	Complete EMT credit crosswalk for current and alumni graduates and current Florida certified EMTs to award the full current 12 credit hours toward AS in EMS Degree completion.	Graduation	July 2018	Glenn Davis
3	Complete Paramedic credit crosswalk for past SPC EMS alumni and current Florida certified Paramedics to award the full core course credit EMS2XXX and EMS 1522C toward AS in EMS Degree completion.	Graduation	May 2019	Glenn Davis



Emergency Medical Services - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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II. Special Resources Needed:

Space: e.g., Classrooms, simulation center, adjunct instructors' office

III. Area(s) of Concern/Improvement:

We have increased enrollment, number of instructors and student support (e.g., tutors, national board prep classes) drastically over the last 18 months by a concerted and full throttle effort of the SPC EMS Team members as well as additional support by SPC Teams (e.g., Admissions, Advising, Administration, Recruiters, Career Outreach, Certification Testing, Purchasing, Payroll, HR onboarding, HEC Business office and Business Services).

Where we will next focus our efforts is exerting influence as agents of change for our EMS profession. Nearly 20 years ago the *EMS Agenda for the Future* called for an all AS degreed and all National Board certified paramedic profession. Currently, as a nationwide profession this dream has yet to be fully realized. We choose not to wait to see change occur from extrinsic forces rather, to exert our own influence in becoming the premier education and training site in West Central Florida. This vision consists of two main goals.

1. Encourage our incoming EMT and Paramedic students to complete as many general education courses prior to starting their EMS core courses. This will serve them in that as they complete paramedic school they will only have fewer general education courses to complete for their degree. At present an AS degree in EMS is not an entry level job requirement.
2. We already offer the psychomotor testing portion for the National certification test (NREMT) as well as test preparation for the written portion. Next, we are working with Career Testing (Julia Meyer) to secure approval to administer the written testing portion at SPC as well.

Bottom Line: Our paramedic graduates will be best prepared to become Nationally Registered Paramedics as well as competing or near completion of their AS in EMS degree when they complete our program.





References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved February 2018, from the Division of Community Colleges
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

Contact Information

Please address any questions or comments regarding this evaluation to:

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Emergency Medical Services - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendices



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PROGRAM OF STUDY
College of Health Sciences
Emergency Medical Services Associate in Science
EMS-AS

Effective Catalog Term: Fall 2016 (0520) through Present (CIP# 1351090402)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Glenn Davis, Program Administrator and Curriculum Coordinator
Davis.Glenn@spcollege.edu
727-341-3656 or 3680

Dr. Richard Flora, Dean
flora.richard@spcollege.edu

Program Summary

Information is not currently available.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

Admission Rules

General Education and Support courses do not have to be taken in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor or advisor.















Graduation Rules








Minimum grade of "C" required in all courses.

AS GENERAL EDUCATION REQUIREMENTS
Communications - Composition

Credits

Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Communications - Speech	
Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Humanities and Fine Arts	
Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Mathematics	
Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Ethics	
Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits	3
AS GENERAL EDUCATION REQUIREMENTS	Credits
Enhanced World View	
Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits	0
SUPPORT COURSES	Credits
Psychology (Select 3 credits)	

	Completion of this requirement satisfies the General Education Social and Behavioral Science requirement for this AS degree.	
PSY 1012 	General Psychology	3
PSY 1012 H 	Honors General Psychology	3
Total Credits		3
SUPPORT COURSES		Credits
Complete 8 credits		
BSC 1084 C 1 	Essentials of Human Anatomy & Physiology	4
EMS 1522 C 2 	General Pharmacology for the EMS Provider	2
HSC 1531 3 	Medical Terminology I	2
Total Credits		8
SUPPORT COURSES		Credits
Computer and Information Literacy Requirement (Complete 1 credit)		
	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. Completion of this requirement satisfies the General Education Computer Competency requirement for this AS degree.	
CGS 1070 	Basic Computer and Information Literacy	1
CGS 1100 	Computer Applications	3
CGS 1309 	Computer and Information Technology Concepts	3
EME 2040 	Introduction to Educational Technology	3
Total Credits		1
MAJOR CORE COURSES		Credits
1st Term in Program (Complete 12 credits)		
	Note: Successful completion of EMS 1059C-Emergency Medical Responder through SPC with "C" or better is an admission preference for EMT courses.	
EMS 1119 	Fundamentals of Emergency Medical Care	6
EMS 1119 L 	Fundamentals of Emergency Medical Care Lab	2
EMS 1411 	Fundamentals of Emergency Medical Care Clinical Experience	2
EMS 1421 	EMT Field Internship	2
Total Credits		12
MAJOR CORE COURSES		Credits
2nd Term in Program (Complete 3 credits)		
EMS 2600 C 	Intro to Paramedic Practice (Would also include BSC 1084C, HSC 1531, and EMS 1522C if not already completed.)	3

Total Credits	3
MAJOR CORE COURSES	Credits
3rd Term in Program (Complete 12 credits)	
EMS 2601  Paramedic Theory I	6
EMS 2601 L  Paramedic Laboratory I	3
EMS 2664  Paramedic Clinical I	3
Total Credits	12
MAJOR CORE COURSES	Credits
4th Term in Program (Complete 14 credits)	
EMS 2602  Paramedic Theory II	8
EMS 2602 L  Paramedic Laboratory II	4
EMS 2665  Paramedic Clinical II	2
Total Credits	14
MAJOR CORE COURSES	Credits
5th Term in Program (Complete 5 credits)	
EMS 2659  Paramedic Field Internship	5
Total Credits	5
Total Credits	73
<p>¹This course is a prerequisite or co-requisite with EMS 2601/L and must be taken with or before any EMS 2000 level course. BSC 2085/L and BSC 2086/L may be substituted for BSC 1084C.</p> <p>²This course can be taken (1) after the student is admitted to the paramedic program and (2) completes the Human Anatomy and Physiology requirement.</p> <p>³This course can be taken after successful completion of EMS 2602, EMS 2602L, and EMS 2665.</p>	

PID 576



Program Assessment Report

Program: Emergency Medical Services

Report Year: 2015-16

Drafted by Rebecca Ludwig on Jan 23, 2017

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!

Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.

Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

- #1:** The EMS student will understand his/her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers, and understand the importance of personal ethics and legal responsibilities.

I. Use of Past Results

Use of Past Results:

The desired results were achieved from 2000 through 2002, and during the last quarter of 2006.

State Certification Exam Module 1 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	76.4%	56.0%	20.4%
2001	36	79.4%	79.1%	0.3%
2002	40	78.2%	76.5%	1.7%
2006*	6	87.0%	79.0%	8.0%

*Incomplete data shown as results were only available for the last quarter of 2006

From January 2004, through September 2006, the state of Florida dropped the state certification exam, and required the National Registry exam for certification. No results were sent to the state approved EMS training programs from January 2004-September 2006. As a result, there was almost a 3-year gap in data sent to the training centers.

The State Bureau of EMS started providing the training centers with outcomes data from the State of Florida Certification Exam for Paramedics in October 2006.

The 2009-10 statistical reports indicated that we consistently met or exceeded the State of Florida's pass rate on

each individual module. The PD and faculty will continue to monitor pass rates for our graduates on this module compared to the overall pass rate for the State of Florida on this module. Some revisions to the curriculum have been done during the 2009-10 academic year to reflect trends in the industry, and to improve student interest and participation. This should lead to improvement in the pass rate for this module.

The 2012-13 Assessment Report indicated that the graduates' success on this measure remained above the state average.

II. Methodology

Means of Assessment: The State of Florida Certification Exam for Paramedic was used to assess the students. Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 1 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida Certification Exam for Paramedic

Item/Scoring: State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average EMS student score on Module 1 (Preparatory) will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module I (Preparatory) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	86.49%	82.24%	4.25%
2014	17	80.00%	78.65%	1.35%
2015	20	85.26%	81.96%	3.3%

V. Discussion and Analysis of Assessment Findings

SPC paramedic graduates continue to test above the state average in this topic. For the years 2013 (+4%), 2014 (+1%), and 2015 (+3%) SPC students exceeded the state average. While there was a decline in scores for 2014, SPC students still surpassed the state average and scores improved during 2015.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Implement the use of the FISDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements.
- Glenn Davis / Jun 2017

Budget / Planning Implications:

Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.

#2: The EMS student will establish and/or maintain a patent airway, oxygenate, and ventilate a patient.

I. Use of Past Results

Use of Past Results:

The desired results for 2001 and 2002 were not met. The faculty and the program's Advisory Committee examined these results, and as a result, the faculty are now implementing an assessment process that evaluates skills more than once throughout the program. The identified weaknesses in the curriculum provided the areas for necessary changes and will, hopefully, provide better exam results in the coming year. Very few students have taken the National Registry tests in the past, as the State of Florida Certification Exam is required to work in this state. Some agencies offer additional pay for those who obtain National Registry in addition to the Florida certification.

State Certification Exam Module 2 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	79.0%	78.7%	0.3%
2001	36	72.0%	78.9%	(6.9)%
2002	40	72.0%	75.2%	(3.2)%
2006*	6	93.0%	79.0%	14.0%

*Incomplete data shown as results were only available for the last quarter of 2006

The 2009-10 statistical reports indicated that we consistently met or exceeded the State of Florida's pass rate on each individual module. The PD and faculty will continue to monitor pass rates for our graduates on this module compared to the overall pass rate for the State of Florida on this module. Some revisions to the curriculum have been done during the 2009-10 academic year to reflect trends in the industry, and to improve student interest and participation. This should lead to improvement in the pass rate for this module.

The 2012-13 Assessment Report indicated that success on the airway management questions of the State of FL Paramedic certification exam steadily dropped. One adjunct lab instructor was not renewed, so a new paramedic lead instructor was placed January, 2013. More emphasis will be placed on this module, as well as adding questions from prior sessions on each end of the session examination to refresh student knowledge on this topic. We also lost a clinical site for the Operating Room this past year. We were attempting to add at least another hospital, but with increasing difficulty in procuring any clinical sites, esp. OR, this may not be feasible. We purchased a high-fidelity simulator which we hope will help with airway proficiency. We were also short a fulltime faculty member, and this impacted available open labs and out-of-student support. Based on the 2012-13 Report findings, our graduates' success was still above the state average, although it continued to fall.

II. Methodology

Means of Assessment:

The assessment used is the State of Florida Certification Exam for Paramedic. Paramedic students take the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 2 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida certification exam for Paramedic

Item/Scoring: State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average EMS student score on Module 2 will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module II (Airway) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	88.08%	82.12%	5.96%
2014	17	83.17%	79.30%	3.87%
2015	20	84.87%	78.76%	6.08%

V. Discussion and Analysis of Assessment Findings

SPC paramedic graduates continue to test above the state average in this topic. For the years 2013 (+5%) , 2014 (+3%), and 2015 (+6%) SPC students exceeded the state average. As airway management is the foundation of successful patient care, PD and faculty revised the curriculum to place more emphasis and hands-on assessment on this topic, with obvious success..

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Implement the use of the FSDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements.](#)
- Glenn Davis / Jun 2017

Budget / Planning Implications:

Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.

- #3:** The EMS student will use the appropriate techniques to obtain a medical history from a patient, explain the significance of physical exam findings, integrate the principles of history taking and techniques of physical exam to perform a patient assessment, apply the process of clinical decision making to use the assessment findings to help form a field impression, and follow an accepted format for dissemination of information in verbal form, either in person or over the radio.

I. Use of Past Results

Use of Past Results:

Patient Assessment continued to be a weakness of the students from 2000 to 2002, though scores improved during the last quarter of 2006. Adjustments to the entire curriculum were made (such as continuous assessments), but may take yet another year to yield better results. Very few students have taken the National Registry tests in the past, as the State of Florida Certification Exam is required to work in this state. Some agencies offer additional pay for those who obtain National Registry in addition to the Florida certification.

State Certification Exam Module 3 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	76.0%	80.4%	(4.4)%
2001	36	69.4%	83.6%	(14.2)%
2002	40	77.7%	79.6%	(1.9)%
2006*	6	94.0%	80.0%	14.0%

*Incomplete data shown as results were only available for the last quarter of 2006

The 2009-10 assessment report indicated that more of an emphasis was placed on patient assessment throughout the EMS curriculum, beginning with First Responder/EMR and EMT courses, and continuing on through paramedic courses. There was also a change in the 2008 National EMS Education Standards to simplify the assessment process, which should result in better understanding and implementation of the assessment sequence.

The 2012-13 Assessment Report indicated more content had been added re: patient assessment in all levels of the paramedic program. We also used more scenario-based labs to help incorporate patient assessment principles into their knowledge base and to help them become more familiar with which assessment to use, as well as follow-up assessments. This was also part of the critical thinking process.

The Bureau of EMS also verified that the State examination for FL paramedic had not yet been updated to include the 2008 EMS National Standards, which we were currently teaching per FL rule. This was reflected as a false negative in the success rate. BEMS was unsure if or when the state paramedic certification exam would be updated, or if they would change to another exam (probably the National Registry exam).

II. Methodology

Means of Assessment:

The assessment used is the State of Florida Certification Exam for Paramedic. Paramedic students take the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 3 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida Certification Exam for Paramedic

Item/Scoring: State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average EMS student score on Module 3 will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module III (Patient Assessment) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	85.58%	84.28%	1.3%
2014	17	82.54%	78.65%	3.89%
2015	20	79.27%	80.73%	(1.46)%

V. Discussion and Analysis of Assessment Findings

Overall, SPC paramedic graduates continue to test well in this topic. For the years 2013 (+4%) & 2014 (+1%) SPC students exceeded the state average. SPC students did not exceed the state average in 2015 (-1%) . There was a change in the assessment sequence during the 2015 academic year, which lead to some confusion with the state exam. The state exam is dated (2009) and has not been updated, so the current assessment sequence is not reflected in this exam.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Implement the use of the FISDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements.](#)
- Glenn Davis / Jun 2017

Budget / Planning Implications:

Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.

-
- #4:** The EMS student will understand standards and guidelines that help ensure safe and effective ground and air medical transport, integrate the principles of general incident management and multiple casualty incident (MCI) management techniques to function effectively at major incidents, integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain, evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone, have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies.
-

II. Use of Past Results

Use of Past Results:

The desired results were met in 2002, and in the last quarter of 2006. The program continues to update the faculty and Advisory Committee with results of state mandated test, so they can emphasize and review areas of weakness on the exams. Very few students have taken the National Registry tests in the past, as the State of Florida Certification Exam is required to work in this state. Some agencies offer additional pay for those who obtain National Registry in addition to the Florida certification.

State Certification Exam Module 6 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	84.2%	87.8%	(3.6)%
2001	36	82.2%	86.8%	(4.6)%
2002	40	84.7%	75.7%	9.0%
2006*	6	100.0%	83.0%	17.0%

*Incomplete data shown as results were only available for the last quarter of 2006

The 2009-10 statistical reports indicated that we consistently met or exceeded the State of Florida's pass rate on each individual module. The PD and faculty will continue to monitor pass rates for our graduates on this module compared to the overall pass rate for the State of Florida on this module. Some revisions to the curriculum have been done during the 2009-10 academic year to reflect trends in the industry, and to improve student interest and participation. This should lead to improvement in the pass rate for this module.

The 2012-13 Assessment Report indicated that pass rates on this module continued to fall. We gained a new lead paramedic instructor as of January 2013 who planned on revamping this class for the 2013-14 academic year. We lost some of the support we had in teaching this module due to the inability of the local FD to provide manpower secondary to budget constraints. We checked with the SPC Fire Academy to see if they could assist us, although they, too, had instructor positions not filled.

The purchase of an extrication simulator would help improve Operations scores without depending on outside support.

II. Methodology

Means of Assessment:

The assessment used is the State of Florida Certification Exam for Paramedic. Paramedic students take the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 6 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida certification exam for Paramedic

Item/Scoring: State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average EMS student score on Module 6 will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module VI (/Special Conderations/Operations) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	86.49%	83.25%	3.24%
2014	17	85.39%	80.87%	4.52%
2015	20	84.70%	81.68%	3.02%

V. Discussion and Analysis of Assessment Findings

SPC paramedic graduates continue to test well in this area, above the state average. For the years 2013 (+3%) , 2014 (+4%), and 2015 (+3%) SPC students exceeded the state average. While there was a decline in Module VI scores in 2014, SPC students still outperformed the state average and the scores increased in 2015.

-
- #5:** The EMS student will evaluate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury, pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock and/or trauma.
-

I. Use of Past Results

Use of Past Results:

Except for 2001, the desired results were met. The program continues to update the faculty and Advisory Committee with results of state mandated test so they can emphasize and review areas of weakness on the exams. Very few students have taken the National Registry tests in the past, as the State of Florida Certification Exam is required to work in this state. Some agencies offer additional pay for those who obtain National Registry in addition to the Florida certification.

State Certification Exam Module 4 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	79.0%	77.5%	1.5%
2001	36	73.0%	81.9%	(8.9)%
2002	40	81.0%	80.0%	1.0%
2006*	6	97.0%	79.0%	18.0%

*Incomplete data shown as results were only available for the last quarter of 2006

The 2009-10 statistical reports indicated that we consistently met or exceeded the State of Florida's pass rate on

each individual module. The PD and faculty will continue to monitor pass rates for our graduates on this module compared to the overall pass rate for the State of Florida on this module. Some revisions to the curriculum have been done during the 2009-10 academic year to reflect trends in the industry, and to improve student interest and participation. This should lead to improvement in the pass rate for this module.

The 2012-13 Assessment Report indicated that the paramedic graduate scores for this module dropped slightly, and were less than 1% below the state average. It was our belief this was directly related to the loss of the use of the local trauma center (Bayfront Medical Center) this year, but we were able to obtain a contract with the trauma center in Bradenton FL in June of 2013. They have been very receptive and complimentary of our students, and our students have all enjoyed the experience.

The clinical time at Blake Medical Center was expanded from 16 to 24 hours, and one of the Pinellas County Medical Directors accepted students there as well.

II. Methodology

Means of Assessment:

The assessment used is the State of Florida Certification Exam for Paramedic. Paramedic students take the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 4 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida Certification Exam for Paramedic

Item/Scoring: The State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average paramedic graduate score on Module 4 will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module IV (Trauma) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	84.73%	81.06%	3.67%
2014	17	80.34%	79.52%	0.82%
2015	20	83.50%	80.81%	2.69%

V. Discussion and Analysis of Assessment Findings

SPC paramedic graduates continue to test well in this area, above the state average. For the years 2013 (+3%) , 2014 (+0.82%), and 2015 (+2%) SPC students exceeded the state average. While there was a decline in Module IV scores in 2014, SPC students still outperformed the state average and scores increased in 2015.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Implement the use of the FSDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements.
- Glenn Davis / Jun 2017

Budget / Planning Implications:

Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.

#6: The EMS student will evaluate pathophysiologic principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with the respiratory problems, cardiovascular disease, neurological problems, endocrine problems, allergic and anaphylactic reactions, gastroenterological problems, renal/urological problems, toxic exposures, problems involving the hematopoietic system, problems involving environmentally induced or exacerbated medical or trauma condition, infectious or communicable diseases, behavioral or psychiatric disorders, gynecological disorders, and normal or abnormal labors.

I. Use of Past Results

Use of Past Results:

The desired results were met during the last quarter of 2006. The program continues to update the faculty and Advisory Committee with the results of state mandated test, so they can emphasize and review areas of weakness on the exams. Very few students have taken the National Registry tests in the past, as the State of Florida Certification Exam is required to work in this state. Some agencies offer additional pay for those who obtain National Registry in addition to the Florida certification.

State Certification Exam Module 5 Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2000	37	77.4%	77.1%	0.3%
2001	36	79.4%	82.3%	(2.9)%
2002	40	77.2%	76.6%	0.6%
2006*	6	95.0%	66.0%	29.0%

*Incomplete data shown as results were only available for the last quarter of 2006

The 2009-10 statistical reports indicated that we consistently met or exceeded the State of Florida's pass rate on each individual module. The PD and faculty will continue to monitor pass rates for our graduates on this module compared to the overall pass rate for the State of Florida on this module. Some revisions to the curriculum have been done during the 2009-10 academic year to reflect trends in the industry, and to improve student interest and participation. This should lead to improvement in the pass rate for this module.

The 2012-13 Assessment Report indicated that scores in this area have fallen slightly. We lost one of our clinical sites earlier this year, but were just able to replace it for the fall 2013 session for OB. We added more content re: patient assessment in all levels of the paramedic program. We also used more scenario-based labs to help incorporate patient assessment principles into their knowledge base and to help them become more familiar with which assessment to use, as well as follow-up assessments. We also looked to replace our very old OB mannequin with a new high-fidelity version that would allow for more realistic OB and neonatal scenarios. It can also be used for

medical, trauma, and assessment scenarios and critical thinking/end of session testing. Incorporating these types of strategies served as part of improving the graduates' critical thinking process. Filling the vacant fulltime faculty position would also help with increased out of student support.

II. Methodology

Means of Assessment:

The assessment used is the State of Florida Certification Exam for Paramedic. Paramedic students take the state certification examination upon successfully meeting the graduation requirements for the program. A few of the paramedic program graduates take the National Registry exam instead. Because too few graduates have taken the National Registry exam, the results are not meaningful.

Date(s) of Administration: 2013 through 2015

Method: Module 5 of the State of Florida Certification Exam for Paramedic was used to assess this MLO.

Assessment Instrument: The State of Florida Certification Exam for Paramedic

Item/Scoring: The State of Florida provides outcomes data to training centers. SPC paramedic program graduates will meet or exceed the state's average score for the corresponding module.

Population: Paramedic students complete the state certification examination upon successfully meeting the graduation requirements for the program.

III. Criteria for Success

The cumulative average EMS student score on Module 5 will be at or above the state pass rate on the state exam.

IV. Summary of Assessment Findings

Results via Face-to-Face

The state certification is not tied to a specific course. Students sit for the exam upon successfully meeting the graduation requirements for the program.

Results via Distance Delivery (Online, Blended, etc)

State Certification Exam Module V (Medical) Results				
Year	Sample Size	SPC Average	State Average	Percentage above (below)
2013	19	86.12%	82.65%	3.47%
2014	17	86.17%	82.44%	3.73%
2015	20	87.36%	84.03%	3.33%

V. Discussion and Analysis of Assessment Findings

SPC paramedic graduates continue to test well in this area, above the state average. For the years 2013 (+3%) , 2014 (+3%), and 2015 (+3%) SPC students exceeded the state average. Scores have increased over the 3 year period.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Implement the use of the FISDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements.
- Glenn Davis / Jun 2017

Budget / Planning Implications:

Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
	B7. Make technology related improvements		
	Implement the use of the FISDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements. Budget / Planning Implications: Scott Pelletier secured an Innovations Grant in 1/17 for \$2500 to cover half the cost. The Dean's office will work to provide the remaining funds.	#1, #2, #3, #5, #6	Glenn Davis Jun 2017

Evaluation of the Impact of Action Plan Items on Program Quality

Paramedic graduates taking the National Registry exam, which will become the state exam for the State of FL, will do well in this section, as the education they receive here is consistent with the NRP exam. The State of FL exam is out of date, and will soon not be offered anymore. This will alleviate the issue.

Approvals

Program Administrators:

Glenn Davis - Program Director (Interim)
Rebecca Ludwig - Dean, College of HealthScience

Approved by Rebecca Ludwig - Dean, College of HealthScience on Jan 23, 2017

Educational Outcomes Coordinators:

Amy Eggers - Research Analyst
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Jan 23, 2017

Dean:

Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Jan 23, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jan 30, 2017



Program Assessment Followup Report

Program: Emergency Medical Services

Report Year: 2015-16

Drafted by Rebecca Ludwig on Jul 25, 2017

Overall Introduction

Paramedic graduates taking the National Registry exam, which will become the state exam for the State of FL, will do well in this section, as the education they receive here is consistent with the NRP exam. The State of FL exam is out of date, and will soon not be offered anymore. This will alleviate the issue.

Program Learning Outcomes

- #1:** The EMS student will understand his/her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers, and understand the importance of personal ethics and legal responsibilities.
- #2:** The EMS student will establish and/or maintain a patent airway, oxygenate, and ventilate a patient.
- #3:** The EMS student will use the appropriate techniques to obtain a medical history from a patient, explain the significance of physical exam findings, integrate the principles of history taking and techniques of physical exam to perform a patient assessment, apply the process of clinical decision making to use the assessment findings to help form a field impression, and follow an accepted format for dissemination of information in verbal form, either in person or over the radio.
- #4:** The EMS student will understand standards and guidelines that help ensure safe and effective ground and air medical transport, integrate the principles of general incident management and multiple casualty incident (MCI) management techniques to function effectively at major incidents, integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain, evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone, have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies.
- #5:** The EMS student will evaluate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury, pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock and/or trauma.
- #6:** The EMS student will evaluate pathophysiologic principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with the respiratory problems, cardiovascular disease, neurological problems, endocrine problems, allergic and anaphylactic reactions, gastroenterological problems, renal/urological problems, toxic exposures, problems involving the hematopoietic system, problems involving environmentally induced or exacerbated medical or trauma condition, infectious or communicable diseases, behavioral or psychiatric disorders, gynecological disorders, and normal or abnormal labors.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
There are no items to display			

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B7. Make technology related improvements			
	Implement the use of the FISDAP system for comprehensive student documentation rather than disparate processes and systems to meet certification requirements. Plan for Completion: -- None --	#1, #2, #3, #5, #6	Glenn Davis Jun 2017

Evaluation of the Impact of Action Plan Items on Program Quality

FISDAP will greatly improve program processes by centralizing data and eliminating paper processes. It will also improve coordination as clinical preceptors have access for scheduling and tracking student ride times and field experiences.

Approvals

Program Administrators:

Glenn Davis - Program Director (Interim)
Rebecca Ludwig - Dean, College of HealthScience

Approved by Rebecca Ludwig - Dean, College of HealthScience on Jul 25, 2017

Educational Outcomes Coordinators:

Amy Eggers - Research Analyst
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 25, 2017

Dean:

Rebecca Ludwig - Dean

Approved by Rebecca Ludwig - Dean on Jul 25, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 31, 2017



Appendix C: 2016-17 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for February 2016, September 2016, and February 2017 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



Emergency Medical Services - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Advisory Committee Meeting Minutes

SPONSOR INSTITUTION NAME:	St. Petersburg College EMS Program		
CoAEMSP PROGRAM NUMBER:	60042	DATE, TIME, + LOCATION OF MEETING:	Tuesday, February 16, 2016, 1:30-3 pm, HEC Provost Conference Room, 7200 66 th St. N., Pinellas Park, FL
CHAIR OF THE ADVISORY COMMITTEE:	Dr. Joe Nelson, Program Medical Director		
ATTENDANCE			
Community of Interest	Name(s) – List all members. Multiple members may be listed in a single category.	Present	Agency/Organization
Physician(s) (may be fulfilled by Medical Director)	Dr. Laurie Romig Dr. Angus Jameson	<input type="checkbox"/>	Community Physician Medical Director, Pinellas County EMS
Employer(s) of Graduates Representative	Robert Stanley/Employee Rep.	<input checked="" type="checkbox"/>	Paramedics Plus/Sunstar EMS, Largo, FL
Key Governmental Official(s)	Craig Hare	<input checked="" type="checkbox"/>	Director of Fire and EMS Administration
Police and Fire Services	Christopher S. Henderson EMS Chief Rob Angell - absent	<input checked="" type="checkbox"/>	St. Pete. Fire Rescue Pinellas Park Fire Dept.
Public Member(s)	David Holler	<input checked="" type="checkbox"/>	Retired EMS Chief, member from Community at Large
Hospital / Clinical Representative(s)	Diane Conti, RN Kevin Forsythe, RN	<input type="checkbox"/>	Director, Emergency Department, HCA St. Pete General Hospital Director, Emergency Department, HCA Blake Medical Center
Other	Danny Rogers	<input checked="" type="checkbox"/>	TransCare/Crisis Center of Tampa
Faculty	Martin VanBourgondien, Ted Rogers	<input checked="" type="checkbox"/>	St. Pete. College, EMS Prog. Faculty - Lead Paramedic & EMT Instr.
Medical Director	Dr. Joe Nelson	<input checked="" type="checkbox"/>	SPC EMS Program Medical Director
Program Director	Dr. Nerina J. Stepanovsky	<input checked="" type="checkbox"/>	SPC EMS Program Director
Sponsor Administration	Dr. Rebecca Ludwig Dr. Eric Carver	<input checked="" type="checkbox"/>	Dean, College of Health Science, St. Petersburg College Interim Provost, Health Education Center, St. Petersburg College
Current Student	James Humphrey	<input type="checkbox"/>	SPC EMS Program student (unable to attend as in ACLS testing)
Graduate	Aimee Jacobson replied she would be out of the country	<input type="checkbox"/>	SPC EMS Program graduate
St. Petersburg College Workforce Representative	Jennie Orama	<input checked="" type="checkbox"/>	SPC Hlth Ed. Ctr.-Outreach/Career Advisor
Pinellas County Schools/Dual Enrollment	Gregory Taylor	<input checked="" type="checkbox"/>	Career/Technical Office-Pinellas County Schools
		<input type="checkbox"/>	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
1.	Call to Order	<input checked="" type="checkbox"/>	Quorum present. Minutes of previous meeting from Sept. 24, 2015, Motion to Approve by Dave Holler & 2nd by Greg Taylor, APPROVED.	Meeting called to order at 1:32 PM	Nelson	
2.	Program Goals & Learning Objectives <ul style="list-style-type: none"> <input type="checkbox"/> Reviewed the verbatim language required in the CAAHEP Standard II.C. Program Goals – Minimum Expectations¹ <input type="checkbox"/> Established or reviewed additional goals² 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	*CoAEMSP Program Goal statement for SPC EMS Program - discussed. Motion to Approve by Chris Henderson & 2 nd by Dave Holler, APPROVED.	*Have statement entered on College Website for the EMS Program and any other program notification/brochure.	Stepanovsky	2/19/16
3.	Annual Report and Outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Graduate Surveys <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Resources Assessment Matrix <input type="checkbox"/> Thresholds 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	*Results discussed and summary reports attached to minutes.			

¹ CAAHEP Standard II.C. Program Goals - Minimum Expectations states:

The program must have the following goal defining minimum expectations:

Paramedic: "To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels."

² Additional program goals are not required by the CAAHEP *Standards*. If additional program goals are established, then the program must measure them.

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
4.	Other Assessment Results <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Program <input type="checkbox"/> Other	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>*Results from CoAEMSP and State of FL DOH site visits reviewed with committee.</p> <p>*EMT & Paramedic Pass rates 2015 attached.</p> <p>*Test analysis/Medic II Mastery exam I and final exam review objectives including new use of Point Biserial Indexing method is being used. See attached pages.</p> <p>*Use of a digital signature for EMS student letters of completion has gone into effect. See attachment.</p> <p>*EMS Student lab fees have been verified as going entirely to lab fee budget for EMS after meeting with Dr. Ludwig and accounting staff as of August, 2015.</p>	Response to CoAEMSP for 4 potential violations due to them by March 1, 2016.	Stepanovsky	3/1/2016
5.	Program Changes (possible changes) <input type="checkbox"/> Course changes <input type="checkbox"/> Preceptor changes <input type="checkbox"/> Clinical and field <ul style="list-style-type: none"> Reviewed & endorsed minimum patient encounters <input type="checkbox"/> Curriculum <ul style="list-style-type: none"> Content Sequencing 	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>*Began 12 month mirrored class Paramedic Program Jan. 11, 2016 at request of area EMS/Fire agencies. See attached 2016 calendar schedule.</p> <p>*Clinical Affiliation agreements for renewal are in progress.</p> <p>*The FL DOE EMT curriculum framework will change to 300 clock hours, and increased to 12 credit hours starting Fall 2016. C&I documents have been submitted.</p>	*This change was approved at the September 24, 2015 Advisory Comm. Mtg.	Stepanovsky/VanBourgondien	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
6.	Substantive Change (<i>possible changes</i>) <input type="checkbox"/> Program Status <input type="checkbox"/> Sponsorship <input type="checkbox"/> Sponsor Administrator Personnel <input type="checkbox"/> Program Personnel <input type="checkbox"/> Addition of Distance Education <input type="checkbox"/> Addition of Satellite Program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p>*5th full time faculty position filled by Glenn Davis hired as acting faculty status. He is in interview process to be considered for full time budgeted status.</p> <p>*We have a student assistant who began the first of February. He has been extremely helpful in multiple functions.</p> <p>*Midtown Campus EMT class began Jan. 16, 2016 with 13 accepted; 8 actually showed up for class; in progress, with projected completion date of May 6, 2016.</p>		*Rogers	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
7.	Other Identified Strengths	<input checked="" type="checkbox"/>	<p>*Graduate/Employer surveys of July 2014 were reviewed with committee. See attachments. All positive comments, with the sole employer responding they would like a shift-friendly (mirror class) format as only suggestion for improvement.</p> <p>*A combined FF/EMT class will begin May 16, 2016 but is not financial aid eligible at this time-update to follow. This will be a PSAV, 12 week class.</p> <p>*BSC 1084C Essentials of Human Anatomy & Physiology course has been developed for the Paramedic Program. This class is mirrored as well. Course being taught by Natural Sciences faculty.</p> <p>*St. Petersburg College EMS Program will host a NREMT Scenario Writing Lab competencies workshop, Dec. 2-3, 2016. We are one of two FL programs selected to co-host this nationwide workshop.(See attached portions of report).</p>	2015 Graduate/Employer surveys to go out this week; trying to obtain more results with phone call and email reminders	Stepanovsky/Fusari	3/31/2016

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
8.	Other Identified Weaknesses	<input checked="" type="checkbox"/>	<p>*Continued need for more clinical/field sites, especially pediatric sites was discussed.</p> <p>*Paramedic graduate/employee surveys have been sent out for the latest graduating class. Tryin gto encourage higher return rate.</p>	<p>PD will continue to meet with area hospitals, clinics and agencies to garner additional clinical contracts.</p> <p>*Data collection in progress.</p>	<p>*Dr Stepanovsky is working on this.</p> <p>*Fusari</p>	<p>*7/1/2016</p> <p>*3/31/2016</p>
9.	Action Plan for Improvement	<input checked="" type="checkbox"/>	<p>*We are in the process of recruiting/acquiring additional clinical/field sites</p> <p>*Continuing to recruit qualified adjunct faculty/PSAV instructors for EMT & Paramedic classes</p> <p>*A simulation center Health Program use is in the works. Provost, Eric Carver is meeting with College Pres., Dr. Law on 2/19/16. Also, the Health Ed. Ctr. (EMS Prog. site) is projected to be the focus for building improvements next year.</p>	*In progress	*Stepanovsky	*7/1/2016

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
10.	Other Business	<input checked="" type="checkbox"/>	<p>*CoAEMSP site visitor comment about Student Team Leads on field scenes: lengthy discussion regarding keeping team lead criteria the same or change it. Current criteria as follows: team leads require obtaining a complete history, appropriate physical exam, and managing the call to termination. Termination is defined as transfer of care to a hospital ER, pronouncement of death on scene after working a patient and cleared by medical control to terminate efforts, and informed refusals.</p> <p>*Support Coord., Scott Pelletier reported the following: Equipment start up cost for Midtown Campus EMT-\$35,371.70;</p> <p>*Maintenance agreements, both renewal and new for lab equipment are in progress</p> <p>*A used Stryker Power stretcher has been approved for purchase; Pulse Oximeters are also to be purchased for both EMT and medic labs; both items approved for purchase at the last advisory committee meeting</p>	<p>Motion made by Chris Henderson and 2nd by Robert Stanley, APPROVED to keep team leads as defined in FL Statute 401 variance, and listed in these minutes. Obvious death, cancelled before arrival on scene do not count towards team leads.</p>		

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
11.	Next Meeting(s)	<input checked="" type="checkbox"/>	Exact Fall date TBA, probably mid-September 2016 date.	Will be announced to committee late summer.	Wardlow	8/1/2016

Minutes prepared by Sally Wardlow/Krista Fusari Date 2/18/2016

Minutes approved by Nerina J. Stepanovsky Date 2/22/2016



EMS PROGRAM ADVISORY COMMITTEE MEETING MINUTES

Thursday, September 16th, 2016 ~ 10:00-12:30 PM

Location: Carillon Hilton, 950 Lake Carillon Drive, St. Petersburg, FL

CALL TO ORDER: Dr. Nelson called the meeting to order at 10:12 AM

MEMBERS PRESENT:

Dr. Joe Nelson, DO, EMS Program Medical Director & Chairperson
Lt. Christopher Shane Henderson, St. Petersburg Fire Rescue, SPC EMS Alumni
David Holler, Public Member

EX-OFFICIO MEMBERS PRESENT:

Dr. Eric Carver, Provost, Health Education Center
Glenn Davis, EMS Interim Program Director
Michelle Hampton, Career Outreach Specialist, Workforce
Dr. Rebecca Ludwig, Dean, College of Health Sciences

MEMBERS ABSENT:

Chief Robert Angell, Pinellas Park Fire Department
Diane Conti, Director of Emergency Services, HCA/St. Pete General
Dr. Donna Dooley, Assistant Medical Director, Pinellas County EMS
Kevin Forsythe, Director, Emergency Department, Blake Medical Center
Chief Richard Graham, Lealman Fire Control District
Craig Hare, Director, PCEMS & Fire Administration, Pinellas County EMS
Dr. Laurie Romig, Community Member
Deputy Chief Jerome Ruffing, Manatee County EMS
Merrill Seabury, Quality Assurance Manager, TransCare/Crisis Center of Tampa
Greg Taylor, Resource Teacher, Pinellas County Schools
Jeremy Tinter, Director of Clinical Services, Paramedics Plus dba Sunstar

WELCOME:

The meeting was called to order at 10:20 AM. Dr. Nelson welcomed all and asked everyone to introduce themselves, and to sign the attendance roster. It was determined a quorum was not present resulting in an "information only" meeting. No items will be voted on at this time. The low attendance is an acknowledgement of the recent passing of [Barry Mogil](#), the first Director of the Pinellas Public Utility Model, and a leader in developing the EMS System in Pinellas County. A memorial service for Mr. Mogil is being held at noon today. A follow-up meeting will be scheduled and offered as a Skype meeting to perhaps allow more members to attend and have input.

The Minutes of February 16, 2016, will be approved at the follow-up meeting and will be emailed again for review.

Program Changes Update – Glenn Davis

Glenn announced the following changes to the EMS Program Team:

- Martin VanBourgondien, Paramedic Lead Instructor, resigned in the spring of 2016 and has moved to north Florida. Glenn has moved into the Paramedic Lead position, and is now serving as Interim Program Director.
- Dr. Nerina Stepanovsky has moved into a full-time faculty position.
- Sally Wardlow, EMS Program Administrative Services Specialist for the credit program, will be retiring as of the first of January. Krista Fusari will be filling in for Sally's position, as well as her own, until a new person is hired.

Paramedic Program Report – Glenn Davis

All six (6) of the spring Paramedic graduates (May 2016) students passed the NREMT exam (100%) on their first attempt. This exam replaced the State of Florida written exam as of January 1, 2016. The summer graduates (July 2016) totaled 11 students. Nine out of ten passed the NREMT written exam (90%). Seven out of ten passed the written exam on their first attempt (70%). Six out of ten passing the NREMT written exam (for state licensure) also passed the Psychomotor Skills exam (held at SPC on August 9th 2016 and are now Nationally Registered Paramedics (NRP). One student out of the eleven opted to take the State of Florida Paramedic written exam in place of the NREMT Paramedic exam. The state reinstated this option on August 1st. SPC EMS Paramedic NREMT Written Exam first time pass rate for 2016 = 81%.

- National NREMT Average First Time Pass Rate 77% (2014)
- State NREMT Average First Time Pass Rate 76% (2014)
- Local First Time Pass Rate**(01/01/16-09/03/16)
 - MTI 90%
 - HCC 100%
 - SPC 100%
 - PHSC 91.67%

Statewide 92.39%

Source: NREMT, **MQA

The [National Registry \(NREMT\)](#) exam cost is \$110.00 (\$125.00 in 2017) and the fee to the State is \$45.00. It was noted 48 states now recognize the National Registry Paramedic (NRP) and EMT certification. Dr. Nelson also shared students who took the state exam previously can go back and take the NRP exam to receive that certification, but, they must have previously graduated from a [CAAHEP](#) accredited training center.

Glenn explained the first 12 month, 4 semester (EMS 2600C-8 weeks, 2601-10 weeks, 2602-15 weeks & 2659-10 weeks), mirrored (shift-friendly) paramedic class began this past January 16th. The 2nd group began this fall session starting August 15. This program set-up allows a shortened period of

time to complete program requirements. The spring 2016 student enrollment count started at 29, with 12 withdrawing for various reasons. The fall paramedic initial student enrollment count is 31.

Robert Stanley, of Sunstar, is helping SPC EMS Program with ride times and preceptors from that agency. Dr. Nelson stated he has 11 shifts available for the current 16, Medic II students who must do shifts in October. We can't afford to have any of those shifts empty. Discussion ensued regarding live intubations. Dr. Nelson noted many programs have no live intubations and do all intubation training on mannequins.

Also shared is a curriculum change for the paramedic program, currently underway, which will reduce the number of pre-requisites, and return the program to a three term (semester) program. The Introduction to Paramedic course (EMS 2600C developed 10 years ago) will be folded into the remaining three semesters along with *medical terminology/pharmacology/anatomy & physiology* which will all be written into the Medic I, II & III curriculum. This will affect the credit Paramedic as well as the proposed PSAV (Post-Secondary Adult Vocational/non-credit) Paramedic Program (mirrored/day) which has a tentative start date of April 2017. We have hired Mrs. Penni Eggers as our new, PSAV (Non-Credit) Coordinator. She will start part-time in September and begin full-time in October 2016. The non-mirrored/credit Paramedic Program will be offered in the evening (potential start date – fall 2017).

Dr. Nelson stated he would need to review the final curriculum changes in order to give his CoAEMSP approval.

EMT Program Report – Ted Rogers

The first PSAV EMT Program began this past summer with a total of 29 students enrolled. Five students were not successful, and a few have not taken the NREMT/state test as of this date. Please see attached pass rate report.

EMS Program Support Coordinator Report – Scott Pelletier

Please see attached report.

Operational Changes & Process Improvements – Glenn Davis

Chris Henderson asked if the program could use FISDAP end of program testing as the prep test prior to taking the state exam. Glenn will look into this. Chris also wanted to know if preceptor/FISDAP accounts are attached to the individual preceptor or the agency. Glenn will look into this as well. Dr. Ludwig asked if FISDAP training is needed and offered to our preceptors. This is something the program is working on. The start-up fee to provide this, as of this date, is approximately \$5,000.00. More detail in the Support Coordinator report.

Discussion ensued regarding drawing up an affiliation agreement with AMR (American Medical Response) in Hillsborough County. Dr. Nelson said the contact person is Richard Montgomery. He also stated EMT level skills can be reinforced on BLS only calls. Use of out of county agencies who are BLS only would make having affiliation agreements with these agencies beneficial. As always, there was discussion about increased need for more clinical options for our students.

Chris Henderson asked for specific quotes for both new equipment and equipment maintenance agreements. Glenn let everyone know there are budget constraints due to program growth/change for both credit and non-credit.

Dr. Carver and Dr. Ludwig shared EMS graduates who haven't received their AS in EMS and qualify or with using the [ELP](#) process to be awarded the degree could then be eligible to teach the PSAV (non-credit) courses. This would be good for the college and the program. Dr. Nelson added it is a distinguishing note that graduating through the credit EMS Program is a plus.

Glenn shared through an awarded grant, the program was able to purchase a new [Apollo Simulator from CAE Healthcare, Inc.](#) This is to replace as a trade in the existing METIMan which is 16 years old. Please see the EMS Support Coordinator report for additional equipment necessities. Dr. Nelson said the use of simulation training is underused and acquiring this new simulator is going to be very beneficial to student training.

Dr. Carver spoke of improvements to the Health Education Center, specifically EMS classrooms which have new floors, new student tables and newly painted walls. Also, he shared significant donations are in the works for a proposed, new simulation lab/center for health programs and, potentially an entire, new Health Education Building. Obviously this will not occur overnight; however, plans are in development.

Glenn stated adjunct interviews are taking place for both credit courses and PSAV/non-credit. Instructors are needed for both sides. Two student assistants for the EMS Program have been approved through the Provost Office at HEC. Additional EMS tutors are needed besides using current instructors.

Due to low attendance by committee members today, a quorum was not met. Therefore, a short Advisory Committee meeting will be planned for mid-November. Notification will be sent via email.

Meeting adjourned at 11:55 am.

Respectfully submitted,

Sally Wardlow

Sally Wardlow
Administrative Services Specialist
EMS Program
St. Petersburg College
College of Health Sciences
727-341-3656

EMS ADVISORY COMMITTEE MEETING MINUTES

Wednesday, February 15th, 2017 ~ 13:30-15:00

Health Education Center

7200 66th St. N. Pinellas Park, FL 33781

Provost Conference Room

ADVISORY COMMITTEE MEMBERS PRESENT:

Dr. Joe Nelson, EMS Program Medical Director & Chairperson
Diane Conti, Director of Emergency Services & Respiratory Therapy, St. Pete General
Craig Hare, Director, PCEMS & Fire Administration (via teleconference)
Richard Graham, Fire Chief, Lealman Fire Control District
Lt. Christopher Shane Henderson, St. Petersburg Fire & Rescue
David Holler, Chief (ret.), Community Member
Sean Dwyer, Deputy Chief, Manatee County EMS (replacing Jerome Ruffing)
Dr. Laurie Romig, Community Member
Robert Stanley, Employee Support & Dev. Coordinator, representing Sunstar
Greg Taylor, Resource Teacher, Pinellas County Schools

SPC EX-OFFICIO MEMBERS PRESENT:

Dr. Eric Carver, Provost, Health Education Center
Glenn Davis, EMS Program Director
Penni Eggers, EMS PSAV (Non-Credit) Coordinator
Michelle Hampton, Career Outreach Specialist
Dr. Rebecca Ludwig, Dean, College of Health Sciences
Scott Pelletier, EMS Program Support Coordinator

ADVISORY COMMITTEE MEMBERS ABSENT:

Division Chief Robert Angell, Pinellas Park Fire Department
Dr. Donna Dooley, Assistant Medical Director, Pinellas County EMS
Kevin Forsythe, Director, Emergency Department, Blake Medical Center
James Humphrey, EMS Graduate
Merrill Seabury, Quality Assurance Manager, TransCare, Crisis Center of Tampa

-
- Call to order, welcome, and introductions – Dr. Nelson
 - 1:33 pm meeting called to order
 - Approval of last meeting minutes
 - Chief Holler 1st, Greg Taylor 2nd, motion passed
 - Nomination of new Chairperson candidates
 - Looking for committee to be a little more independent of the program and free of external institutional influence
 - Members voted by ballot, Chief Holler was elected as the new chairman for one year
 - Substantive Changes
 - New team member: Marcia “Marci” Martinez, Administrative Services Specialist
 - Welcome, Marci! ☺
 - Instructor Hiring – Update
 - Adjunct Interviews
 - Scheduled this month for both credit and PSAV

- Full-time Faculty (Interim) Interviews
 - Chief Wallace is retiring and moving to adjunct
 - Lead paramedic instructor will now be Ralph Sibbio
 - New AHA Coordinator will be John Todaro
 - EMS Support Coordinator Report – S. Pelletier – *Refer to Attachment A*
 - Funding for replacement and repairs of training equipment
 - All megacode kelleys are either completely non-functional or in severe disrepair with varying degrees of deficiency, 14-16 years old (way past their shelf life)
 - Megacode Kelleys are crucial to support major student learning outcomes
 - Henderson: Let's move forward with whatever it takes to get these simulators operational
 - Purchase vs. Lease – cannot repair, must replace
 - Chief Graham 1st, Chris Henderson 2nd, motion passed
 - ACTION: Motion carries, Dr. Carver will move forward and share EMS equipment needs with the executive team and will advise at the next meeting
 - Clinical Contracts
 - Fisdap preceptor accounts (Grant)
 - Congratulations to Scott for securing \$2,500 from the SPC Foundation's Innovation Grant! Thank you to our Dean, Dr. Rebecca Ludwig, for matching this amount.
 - Next step: Training for preceptors which will be implemented in phases
 - Main goal: integration between students and preceptors; live real-time response which will most likely result in better evaluation and review
 - Dr. Nelson mentioned what a valuable resource it was to use the Apollo replay system in recent end of term testing
 - Program Goals and Learning Objectives
 - CoAEMSP Standards
- II.C. Paramedic:
- “To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”*
- Annual Report
 - Submitted December 2016
 - Feedback takes a while, but will be shared when it becomes available
 - Program Surveys – moving to an electronic format that is disseminated via email
 - Graduate
 - Employer

- Program Changes
 - Course Changes
 - PSAV Update – P. Eggers
 - **Refer to Attachment B**
 - PSAV Benefits
 - Accredited
 - Can articulate into a college credit program
 - Free tutoring
 - Able to use all campus resources
 - Mirrored
 - Working on payment plan
 - Reaching out to Workforce department for financial support
 - Development, Logistics, Planning, Staffing
 - Paramedic
 - EMT
 - Paramedic Program Update – G. Davis
 - **Refer to Attachment C**
 - December graduates
 - Credit Program planned changes for 2017
 - Course(s) format update
 - No more dynamically dated classes; will go back to a three semester program; one year to completion; evening classes only
 - Textbook update
 - Since 2015 AHA update was released, it would behoove us to update our textbooks
 - Whatever textbooks we use/implement need to integrate well with our learning management system, Desire2Learn
 - Dr. Ludwig will supply verbiage from textbook distributor regarding accessibility language that must be available
 - Trauma Certification

Discussion ensued...Going from ITLS to PHTLS?

 - Dwyer: prefer PHTLS
 - Holler: prefer PHTLS
 - Romig: Has county adopted one over the other?
 - Hare: PHTLS with option to convert once ITLS expires
 - Henderson: ITLS; the academic rigor ensures complete understanding
 - Stanley: Doesn't make a difference; will convert to PHTLS if they have ITLS
 - Clinical/Field rotations
 - Future plans
 - Firming up details on the PSAV medic to respond to the interest
 - Schedule Info Sessions for PSAV vs. Credit for paramedic
 - EMT Program Update – T. Rogers **Refer to Attachment D**

- Final thoughts
 - Chief Graham thanked Glenn Davis and Penni Eggers for attending the recent chiefs meeting. Chief Graham mentioned he hopes they both consider attending future meetings and sharing important information in this valuable, collaborative forum. There has been a noticeable reduction in complaints due to open communication and we want that to continue.
- Robert Stanley motioned to adjourn, Greg Taylor seconded. Motion carried. Meeting adjourned at 1500.
 -
- Next meeting – Fall Advisory Committee Appreciation Event, Sept. 2017, Location: TBA

Respectfully submitted,

Krista Fusari

Krista Fusari, Recorder

02/15/17 ~ 1500



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